DOCUMENT RESUME

ED 028 771 JC 690 125

Criteria for Quality (Part I): Proceedings; Papers Presented at the Annual General Meeting of the Council of Member Agencies, Department of Associate Degree Programs (2nd, San Francisco, March 2, 1967).

National League for Nursing, New York, N.Y. Dept. of Associate Degree Programs.
Report No-NLN-23-1273
Pub Date 67
Note-48p.
Available from-National League for Nursing, Department of Associate Degree Programs, 10 Columbus Circle, New York, New York 10019 ($1.25)
EDRS Price MF-$0.25 HC-$2.50
Descriptors-Accreditation (Institutions), Associate Degrees, *Junior Colleges, *Nursing, Post Secondary Education, *Subprofessionals, *Technical Education, *Vocational Education
Identifiers-*National League for Nursing

Participants heard five papers concerning associate degree programs in nursing education. The keynote address, "Educational Criteria and Social Change," stressed the importance of changing educational patterns to keep up with a dramatically changing social order, in terms of both health care and student needs. The next address, "Problems and Issues in Accreditation by Specialized Agencies of Vocational-Technical Curricula in Post-Secondary Institutions," notes that the federal government bypassed education in the process of setting national standards, and reviews present and possible means of accreditation, usually by an appropriate professional association. The next two papers deal with the problems of teacher preparation for nursing programs and some possible solutions. The final address outlines the Teaching Internship Program, a joint project of the Junior College District of St. Louis and Southern Illinois University, which is attempting to overcome shortages of teachers in semi-professional career programs. (Part II of these proceedings is reported in the following document of the same title.) (MC)

CRITERIA FOR QUALITY (PART 1)

PROCEEDINGS . . .

GENERAL MEETING

COUNCIL OF MEMBER AGENCIES

DEPARTMENT OF ASSOCIATE DEGREE PROGRAMS

MARCH 2, 1967
SAN FRANCISCO
CALIFORNIA

NATIONAL LEAGUE FOR NURSING
1967

P R O C E E D I N G S

Papers Presented
at the
Second Annual General Meeting

COUNCIL OF MEMBER AGENCIES

March 2, 1967
San Francisco, California

NATIONAL LEAGUE FOR NURSING
Department of Associate Degree Programs
10 Columbus Circle, New York, N.Y. 10019

1967

Code Number: 23-1273 • Price: $1.25

C O N T E N T S

SUMMARY OF MEETING

The second annual meeting of the Council of Member Agencies, Department of Associate Degree Programs, was held at the Sir Francis Drake Hotel in San Francisco. Total registration numbered 190: 67 of the participants were representatives of 51 member agencies; 31 were representatives of state boards of nursing; and 98 were guests, including members of the NLN staff.

The chairman of the Council of Member Agencies, Dr. Dorothy T. White, convened the meeting at 9:00 a.m., March 2nd and opened the Business Meeting from 9:00 a.m. to 12:00 p.m.

Dr. Lois M. Austin, President of the NLN, presented greetings and a birthday cake representing one year's growth. Dr. Austin reviewed briefly the development of the Department of Associate Degree Programs and pointed out statistics that indicate a constant growth of programs in this area of nursing education.

Greetings were extended to the participants by Dr. Margaret Harty, President of California SLN, who welcomed the group to California. Dr. Sidney E. McGaw, president-elect of the California League, brought a welcome to San Francisco. Miss Grace Gould extended greetings and the services of the staff and facilities of the Western Office of NLN.

The minutes of the Council meeting of March 3, 1966 were approved.

Miss Eleanor Tourtillott, chairman of the DADP, gave an interim report on the activities of the Steering Committee.

The second draft of "Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree" was presented to the Council by Miss Virginia Allen, chairman of the Committee on Philosophy, Criteria, and Procedure, who then moved adoption of the document. Following discussion, the definition of "technical nurse" was referred back to the Committee on Philosophy, Criteria and Procedure for further study and resubmission to the Council at the May 1967 meeting. Thereupon, the "Criteria for the Evaluation of Educational Programs in Nursing Leading to an Associate Degree" was adopted by the Council.

Dr. White, chairman, reported on the activities of the Council.

Mr. Gerald J. Griffin, Director, Department of Associate Degree Programs, reported for the staff. Mr. Griffin reviewed the growth of the programs and the impact on the department. At this time, he urged the proper utilization of qualified personnel from closing programs, including those in religious orders. He presented statistics that indicate the growth of the Council in relationship to the growth of associate degree nursing programs throughout the country.

The morning session was concluded with a discussion by Lt. Col. Margaret E. Hughes concerning the Warrant Officer Program.

The meeting adjourned at 12:05 p.m.

The General Meeting of the Council of Member Agencies of the Department of Associate Degree Programs was called to order at 2:00 p.m. by the Chairman of the Council, Dr. Dorothy T. White, who acted as chairman of the General Meeting.

Dr. White introduced Dr. Ellen Fahy who presented the Keynote Address: "Educational Criteria and Social Change". Four speakers in turn presented their topics: "Problems and Issues in Accreditation by Specialized Agencies of Vocational-Technical Curricula in Post-Secondary Institutions", Lloyd E. Messersmith, Me.D.; "Teacher Preparation", Mildred L. Montag, Ed.D; Martha E. Rogers, Sc.D.; and "The JCD Teaching Internship Program, C.R. Hill, Ed.D.

A discussion period followed the presentations. The content of the meeting was summarized by Dr. Fahy.

The General Meeting was adjourned at 5:00 p.m. by Dr. White.

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EDUCATIONAL CRITERIA AND SOCIAL CHANGE

Ellen T. Fahy, Ed.D., R.N.

Last year I saw a play on Broadway which made an indelible impression upon me. Its title was MARAT/SADE, and its author is a German born playwright by the name of Peter Weiss. I was struck with many things about the play -- its content, its social message (need for social changes of a revolutionary nature,) but better still, the need for redefinition of man's relationship to man. One of his main protagonists, Jean Paul Marat, of the title, says, "The important thing is to pull yourself up by your hair, to turn yourself inside out, and see the world with fresh eyes." /1 I was equally impressed by its form, a bold new approach to theater, very exciting to me, confusing, abrasive, jarring, but nevertheless exciting. According to Tom Prideaux, theatre editor of Life, "there is a revolution going on in serious drama . . . a swing toward more jolting and imaginative forms that are often hard to take, harder to understand, and seem at times to be deliberately planned for the public obfuscation." /2 It would appear that revolutionary change is all around us, -- in the arts, in the nature of the student group, in our educational system and in health care. Change is a part of the human condition. There is only one known law of history, and that is that nothing stays the same.

The title of this discussion should have been, "Some Problems in Establishing Criteria for Excellence in Education in a Period of Breathtaking Social Change." That seemed a bit long, so I foreshortened it to read "Educational Criteria and Social Change," but it is with the problems I shall be dealing primarily. I will merely present some, I do not have the answers. It is my purpose rather to fit Peter Brooks' description of Peter Weiss:

> "He forces us to relate opposites and contradictions. He leaves us raw. He searches for meaning instead of defining one and puts the responsibility of finding the answers back where it belongs. Off the dramatist, and onto ourselves." /3

In this case, on to the educators concerned with establishing criteria for excellence in Associate Degree Nursing Programs.

/1 Weiss, Peter. Marat/Sade, p. 46, Pocket Books, New York, 1966.
/2 Prideaux, Tom. "The Adventurous Play - Strangers to Broadway," Life March 3, 1967.
/3 Brook, Peter. "Introduction" in Peter Weiss' Marat/Sade, P.8, Pocket Books, New York.

When I ask my graduate students to pursue the nature of the social changes going on in American society in regard to the provision of health services and the role that nursing should play in it, they usually end up by paraphrasing Lincoln about the quiet dogmas of the past being unsuitable, that American nursing must disenthrall itself, or quoting something from Robert Frost to the effect that nursing has promises to keep, and miles to go before it sleeps. Ah yes, but what promises and how many miles? My students are usually somewhat cautious in their predictions about nursing. Social changes are somewhat less timid.

In 1950, Robert E. Doherty, former president of the Carnegie Institute of Technology, wrote:

> "Our civilization is characterized by rapid, undirected change. We are living in a kaleidoscopic, technological world in which we are being whisked at an ever increasing tempo, from a simple to a complex society, from an aggregate of social units which formerly were comparatively immobile, isolate, and self-sufficient, to a highly mechanized system of interdependent ones." /4

Let's move into the latter part of the sixties. According to Marshall McLuhan and George B. Leonard, in a recent article in Look magazine:

> "More swiftly than we can realize, we are moving into an era dazzlingly different. Fragmentation, specialization and sameness will be replaced by wholeness, diversity, and above all, deep involvement.
>
> "Already mechanized production lines are yielding to electronically controlled computerized devices that are quite capable of producing any number of varying things out of the same material.
>
> "Even today, most United States automobiles are, in a sense, custom produced. Figuring all possible combinations of style, options, and colors available on a certain new family sports car, for example, a computer expert came up with 25 million different versions of it for a buyer. That is only the beginning. When automated electronic production reaches full potential, it will be just about as cheap to turn out a million different objects as a million exact duplicates. The only limit on production and consumption will be the human imagination." /5

/4 Doherty, Robert E. The Development of Professional Education. Carnegie Press, 1950.

/5 McLuhan, Marshall, and Leonard, George B. "The Future of Education: The Class of 1989." Look, Feb. 21, 1967.

Do you know that your future as citizens of the United States is being planned? Arthur Kopkind, in a recent article in The New Republic, talks about a collection of vaguely related political and intellectual "happenings" that have to do with new ways to analyze, anticipate, and control the social environment. (That is for all America). Included in the planning are elements of old-fashioned central planning and "new-fangled" futurism. The participants are more than planners, less than Utopians. They are a new breed of social actors somewhere between politician and technician. They do not want to push the button of the computerized society themselves. They want to tell those in charge of the buttons, which button to push. They are called, for the moment, "technopols."

Kopkind cites supersonic transport as a case in point. Size, money needed, telescoping of time, complex government and corporate interests involved, have forced planners to think on the future. What will life be like 10 or 12 years hence when people start hurtling around the world?" /6

When I first flew to London on a BOAC aircraft in 1956, it took 15 hours with two stopovers, in 1965, it took about six hours by jet. In the supersonic age, it will take approximately 1½ hours to fly to London. It's reassuring, in a way, to know that some group is trying to keep its fingers on the pounding pulse of our advanced technology. Again I return to McLuhan to give you an idea about the nature of what he envisions as possible in the not too distant future. According to Richard Kastelanetz:

> "Among McLuhan's greatest desires, is establishing the center for Culture and Technology in its own building -- with sufficient funds to support a reference library of the sensory experience of man. That is, he envisions methods of measuring all the 'sensory modalities' (system of sensory organization) in all cultures, and of recording the knowledge on coded tape. One of his assistants foresees a machine that will, following taped instructions, artificially create a sensory environment similar to that of any other culture. Once the subject stepped into the capsule the machine could be programmed to simulate what and how, say, a Tahitian hears, feels, sees, smells, and tastes." /7

To say that we're living in an age of revolutionary changes, is to state the obvious. But let me move to something more specific. We're living in an age where health care and education lead the list of priorities of the Great Society. Let's briefly take a look at the revolution going on in health care alone.

/6 Kopkind, Andrew. "The Future - Planners." The New Republic, pp. 19-22, February 25, 1967.

/7 Kostelanetz, Richard. "Understanding McLuhan." (In Part) New York Times, January 29, 1967

According to Harry Becker, a prominent medical care economist on the national scene, a revolution in health care has been generated by a convergence of social forces. He identifies the forces thusly:

1. An informed public which will demand quality.

2. Computer technology which is going to affect health policy because information regarding diagnosis and treatment will be recorded by computers and stored for scrutinizing quality of care. Quality of health care rendered will come under national evaluation for the first time in the history of the country.

3. Medical technology which provides devices which can restore, maintain, and probably produce life -- to say nothing of preventing illness.

4. Medical care costs which have become the fastest rising element in the cost of living index. Historically, cost of medical care was an extension of philanthropy. This is no longer true; cost has become prohibitive. Ergo, over the past 20 years there has developed what is known as the 'third-party payer", i.e., health insurance schemes and payments by Federal and local government and labor unions. When any social service is supported by tax money or through individual or group payments to insurance companies, those paying have a right and will demand some say in the distribution and quality of that service. Thus health is now believed to be a right. Health care has moved into the realm of the public domain and health personnel are public commodities.

5. A gap exists between what medical science knows, and what medical care is actually delivering at the present time. A great deal more is known about prevention and cure than is being done about it. This is always a problem in any scientifically advanced society, but an informed society will demand movement toward closure.

6. Finally, a changing political climate with an expanding attitude about what society can do for its members. /8

Added to those defined by Becker, might very well be another revolutionary ingredient: the now chronic and much-touted shortage of workers in hospitals and health agencies, which has given rise to the preparation of thousands of health workers under the Manpower Development Training Act and the Economic Opportunity Act. The content and context of the occupational group giving care to the ill has greatly changed, and will continue to be changed by the entry of greater and greater numbers of workers with short-term skill, training, or vocational education.

/8 Becker, Harry. Lectures Delivered at Teachers College, Columbia University, March 18 and 25, 1966.

Without a doubt, the foregoing are indeed the ingredients of a social revolution. For nursing, what is the answer? How are we going to meet the challenge of these social forces? For meet them we must, or stand the chance of possible extinction. Robert Doherty, with his gift for clarity provides a simple, yet complex answer:

> "The hope lies in education. It lies in the possibility that our oncoming generation will be given the opportunity to prepare themselves adequately for the responsibilities ahead of them. It lies in the possibility that those who are responsible in education will be disposed to readjust their thinking about objectives, and develop programs that will cultivate minds equal to the future -- education is not a static thing." /9

In an attempt to apply Doherty's thesis to the problems of nursing education in its attempts to grapple with the challenge of an ever-changing and dynamic society, I was immediately confronted with serious problems to which a group attempting to develop adaptable criteria must give its attention. In the past few years I've heard and read much about the role and function of the nurse, and how he/she should be prepared. I've learned that our educational products are confused about their role and function in the social context of health agencies.

I've further learned that as a group, nursing has done little in its research efforts to look at the organization and classification of knowledge which might be gleaned from the many facts at our disposal to explain the phenomenon of nursing. Such explanation might constitute a beginning body of nursing knowledge which could be taught to our beginning students, subjected to critical analysis by graduate students, and altered and/or extended by doctoral students.

In a recent, and I believe most important study, I learned that students of nursing in a sample of diploma schools and baccalaureate programs overwhelmingly loved patient care, regardless of type or complexity of diagnosis, the hour of the day or night, but did not seem to see any real significance to the academic portion of their program. /10 In still another study, I found that baccalaureate graduates did not perceive of themselves as being different from diploma graduates. They also felt that the academic portion of their program was so much "frills"; they could exercise no personal leadership in the practice situation and felt completely inadequate in handling the informal structure of the organization in which they were employed. /11

/9 Doherty, Robert. op. cit., p.2.

/10 Fox, David and Diamond, Lorraine K. Satisfying and Stressful Situation in Basic Programs in Nursing Education. New York Bureau of Publications, Teachers College, Columbia University, 1964.

/11 Simms, Laura L. The Hospital Staff Nurse Position as Viewed by Baccalaureate Graduates in Nursing. New York Hospital/Cornell University School of Nursing, 1965.

Questions are constantly arising concerning what knowledge, skills, and competencies should be provided in a basic nursing program. Much energy is dissipated in trying to defend and/or preserve forms of nursing education which are thought to have stood us in good stead throughout the years. This brings to mind an advertisement I saw on the Broadway bus recently:

> When a circuit learns your job, what are you going to do?
> You won't get tomorrow's job with yesterday's skills.
> Train now for tomorrow's job.

Some nurse educators when questioned feel that they are left breathless educating for the here and now. Still, others can be heard to the effect that all nursing education must be geared toward the future. When pressed this group has some difficulty in articulating what is meant precisely by the future. Who among us, in view of the social forces earlier described, would dare to predict? In regard to automatized hospitals, Sidney M. Jourard in The Transparent Self, projects a chilling, but not unrealistic picture:

> "Each patient lies in his own cubicle, and there is attached to him all kinds of wires connected to his brain, his muscles, his viscira. Every time these wires which are actually electronic pickups transmit signals to a computer indicating that a bladder is too full, a bowel stuffed, the patient hungry or in pain, before you could blink an eye, the computer sends signals to different kinds of apparatus which empty the bladder and bowels, fill the stomach, scratch the itch, massage the back, and so on. We could even mount each bed on a slowly moving belt. The patient gets in at one end, and four to six days later, his bed reaches the exit and the patient is healed." /12 - (We Hope!)

It is the contention here that nursing education must strike a balance between the changing present and an unknown future. Although Peter Weiss is definitely on the side of revolutionary changes, he is painfully aware of all the elements in the human situation. Jean Paul Marat says:

> "However hard we try to bring in the new, it comes into being only in the midst of clumsy deals. We're all so clogged with dead ideas passed from generation to generation, that even the best of us don't know the way out." /13

/12 Jourard, Sidney M. The Transparent Self. D. Van Nostrand Co., Inc. 1964

/13 Weiss, Peter. Marat/Sade, p.55, Pocket Books, New York, September 1966.

Why do I feel a delicate balance is necessary? Because where do practitioners of nursing practice - not in a vacuum. They must function within the structure of existing institutions providing health care. Speaking of dead ideas passed from generation to generation, what are the prevailing conditions in these agencies? What are they likely to be in the future? Remember Sidney Jourard's admonition. Let's briefly examine a specific health agency, the hospital, because that is where the bulk of nurse practitioners practice. This is changing with changing patterns of health care, but for the present, the hospital is the agency in which most students prepared in associate degree programs will be seeking employment. (If not a hospital, then some form of adjunct to it).

According to George Rosen, medical historian from Columbia University of Public Health and Administrative Medicine, hospitals have within his lifetime, moved from shelters for the sick-poor into complex social structures which engage in patient care, education for a variety of health workers, and research. He tells us that as hospitals have had to accommodate to more complex functions, additional personnel, facilities and equipment, their organization has grown increasingly complex and the whole operation more costly. Traditionally, the chief groups in hospitals were doctors and nurses, but now the complex therapeutic aspects of care combined with education and research, have brought to the hospital structure, a host of necessary adjunct services. So, at the present time he tells us in one of the greatest understatements of the Sixties: ". . . . . the organizational relationships within the hospital have been disturbed and have become unstable." /14 It can easily be predicted that the organizational structure of health agencies will become more unstable as the consumer demands a say in how hospitals will be managed, and as computerized technology becomes part and parcel of hospital life.

As a nurse educator my concern is this: What do the products of our education know about the changing organizational relationships in hospitals? Are they alert to how intimately they are affected by such changes? In what ways are they participating in these changes? Finally, what in their educational programs prepare them for participation in a complex and changing bureaucratic structure? Other than a brief flirtation with team nursing, what do they know of their role in patient care with an enlarging group of workers with shorter and/or longer preparation? What meaningful interdisciplinary experience do they have? What is the nature of their exposure to computer technology?

In looking at nursing programs there appears to be some evidence of preparation for the future (at least stated preparation.) The associate degree program purports to teach via the use of principles of practice which are applicable in a myriad of situations. The baccalaureate program, in addition to teaching principles of practice, provides exposure to other disciplines in the hope that the practitioner will utilize such knowledge in critically analyzing nursing problems. The success of such transfer at this point in our development is highly questionable, primarily because of the aforementioned lack of an ordered way of utilizing such knowledge in nursing practice. However, the fundamentals of critical analysis are taught.

/14 Rosen, George. "The Hospital: Historical Sociology." Eliot Friedson (ed.) The Hospital in Modern Society, p.31, The Free Press of Glencoe, MacMillan Co., London, 1963.

Where is the evidence of preparation for work as paid employees in a tight, unyielding social system that is a health agency today? A young associate degree graduate who completed her Bachelor's degree and is now proceeding on to the master's, told me last Tuesday that trying to work and maintain standards within"the system" of the hospital, was the most traumatizing experience she had ever sustained. She is not alone. At the present time, studies seem to point to the fact that nurses of all manner of preparation find themselves floundering and somewhat helpless in the face of a grinding hierarchial structure. Nurses are pressured on one side by a host of managerial duties or the "care function" of the hospital, as defined by Hans Mauksch. On the other side, they are junior engineers and should probably be licensed as such. On a third side, they are involved in the "cure" process, again, á la Mauksch, in direct-line responsibility to physicians.

They find themselves parceling out jobs to be done to an impressive variety of people, overseeing the completion of the jobs, placating the medical staff and anyone else who happens by on the medical team. The remainder of the time seems to be spent in "paper work." When talking about our present position in the social structure of hospitals, Hans Mauksch refers to us as ". . . . neutral processing agents." /15 The above in no way takes into consideration the inherent intradisciplinary stresses of the nursing team as presently organized, with auxiliaries of varying short-term preparation combined with two-year, three-year, and four-year graduates, none of whom seem to be really communicating with each other.

The question at this point would appear to be: Is it a lack of willingness or commitment on the part of our graduates to practice in the manner of their preparation? Or, is the problem a lack of sophistication concerning the nature and complexity of the beast wherein they will be practicing? In looking at the magnitude of the problems, one wonders what, if anything, can be done? Should nurse educators, students, and service people alike throw up their hands in desperation and continue on in the way they have? It's easier! Or, should nursing education take a look at what is available to it from completed studies in the social sciences and begin to look at what kinds of learning experiences could be structured for the student to assist him/her in obtaining a grasp of the reality world -- one which is in a constant state of change? Certainly there are available data.

For example, Rose Laub Coser, a prominent sociclogist, studying a group of nurses and doctors in a rehabilitation center in California, where there were many health workers employed in addition to nurses and doctors, found that when opportunity was provided by the social structure for conflicts to be freely expressed in a legitimate way, such confrontation gave a professional definition to personal involvement. She found that when antagonisms were recognized and given expression, instead of being a sign of social disorganization, they were expressions of, as well as a means for, social control among various professional, sub-professional groups, and individuals/16 Is there anything nursing educators could use from these findings? Coser's study is but one among many.

/15 Mauksch, Hans. O. "The Organizational Context of Nursing Practice", p.122. Fred Davis' The Nursing Profession. John Wiley & Sons, Inc.

/16 Coser, Rose Laub. "Alienation and the Social Structure." The Hospital in Modern Society, Eliot Friedson (ed.), The Free Press of Glencoe, MacMillan Co., London, 1963.

I know what educators are going to say here. What should be the nature of the responsibility of the employing agency with regard to educating employed professionals and sub-professionals in the manipulation of the social system? It's their responsibility - not ours! This sort of circular argument goes nowhere and serves no purpose. My answer to this is: Can nursing educators through clinical instruction and through participation in some way in nursing service, exert influence within health agencies to assist in the development of the environment where our educational products can practice? Remember, I'm just asking questions.

Again let me say, that I believe that nursing education must strike a delicate balance between preparation for the changing realities of the present and the unknowns of the future. One might ask, is it possible to produce such a product; one who, when provided with knowledge, will be willing to grapple with the harsh realities of bureaucratic life? Bennis, Benne, and Chin, provide what seems to be a useful answer to that question.

> "The answer to the question depends in part upon the type of 'realism' men embrace in confronting their condition. We are voting here for the brand of 'realism' that accepts the uncertainties and ambivalences of the contemporary situation while trying to maximize the hopes inherent in it." /17

In speaking of complex social structures, Solon Kimball and James McClellan tell us that, although unyielding and difficult, the bureaucracy is not totally immutable:

> ". . . . part of the price of being an American is 'being' an organization man. . . .the important question is not whether, but what kind of organization man. One who simply occupies the niche on an organization chart? Or one who strives to extend the bounds of his own freedom to act with initiative and resourcefulness at whatever level he finds himself." /18

I cannot close without a word or two about the nature of the student group we are now and will be seeing in higher education, whom I believe are quite capable of extending their bounds if the educational environment provides them with freedom combined with guidelines for action to do so. In talking to a student group in Berkeley, in October, 1966, Senator Robert Kennedy of New York, seemed to capture the mood of this generation of students when he said: "For it is not enough to allow dissent, we must demand it, for there is much to dissent from." Stephen Schneck, himself a student, in a recent article in Ramparts would appear to support the Senator on "dissenting from." In an open letter to the Russian poet, Yevtushenko, he says:

> "The simple fact is, in America today, our fathers do not support us. With a few exceptions they are entirely out of touch with our reality. I am not referring to the normal gulf between every generation, but a rift far deeper, far more significant, and apparently irreconcilable." /19

/17 Bennis, Warren G., Benne, Kenneth D., Chin, Robert. The Planning of New New York, p.187. Holt, Rinehart and Winston, 1961.

/18 Kimball, Solon T., McClellan, James E. Education and the New America, p.315 Random House, New York, 1962.

/19 Schneck, Stephen. "Dear Yevgeny Aleksandrovich," p.23. Ramparts February 1967.

To give you an additional idea about the thinking going on in university circles, Otto Butz, author of The Unsilent Generation, edited a series of ten essays written by students at San Francisco State College. The essays are now published under the title: To Make a Difference, and the thematic line running through these essays should be of interest to educators: Opposition to the war in Vietnam, alienation from the "system which binds America," hatred of labels, strong belief in the individual, personal involvement in everything, and, since God seems to be dead to them, a need for restoration of man's faith in man. These essays ask such questions as:

> "But can I tell my children that the killers of Viola Luizzo, Michael Schwerner, or Reverend James Reeb, never came to justice because, under Federal law it did not become a violation of a person's civil rights to murder him until 1966?" /20

It is the search for answers to such questions that seems to provide the real motivation for young Americans. As educators it is our responsibility to assist them in the search for these answers. There is also a different breed of cat in health science education. Let me refer you to the Student Health Organization founded in 1964 in Los Angeles by a group of students at the University of Southern California Medical School. This group conceived a change in the nature of their curriculum which dealt with the concept of biosocial medicine and its dynamic role in society. The Los Angeles group first devised a forum for themselves into which they brought a wide range of speakers from the paramedical health field. Secondly, they became involved in social action projects (public health and community organization) in the Central Valley of California, in Los Angeles, Mississippi, and Alabama. From this there has arisen a student movement in the health sciences around the country.

Following the example of Los Angeles, organizations have been formed in Chicago, Boston, San Francisco, and now New York. Membership includes students of medicine, nursing, and dentistry. About three weeks ago a meeting was held by the student group from Albert Einstein College of Medicine, Yeshiva University in New York City, to which representatives from 50 medical schools and 30 nursing schools came. This group discussed in most exciting and sophisticated terms, ways in which students in the health sciences can play an active and productive role in community health services, and in what ways they could influence curriculum change. About this student movement, Doctor Howard A. Rusk has this to say:

> "The student health movement is an example of the kind of 'campus revolt' held for the participants, their schools, and the communities. It demonstrates an awareness and seeking out of essential responsibility. . . ." /21

/20 Butz, Otto (ed.) To Make a Difference. Harper & Row, New York 1967.
/21 Rusk, Howard A., M.D. "Ferment on Campus," The New York Times, February 12, 1967.

Thus, you have in capsule form the nature of coming generations of doctors, nurses, and other members of the health sciences. Students are on the move in this country, and it delights my soul to know that our students are "involved." Should it bode ill for us as educators, or will we pull ourselves up by our hair and experiment with new ways to involve them in the teaching-learning process? Teaching can be likened to a therapeutic relationship -- the teacher gives, the student gives and both gain in the process. It is my belief that what young American students want most to do, is to "make a difference." Our charge is to see that they will be given the opportunity to <u>try</u> to do so.

Let me close with a quotation attributed to Marshall McLuhan, which I think has significance for us in our attempts to grapple with the problem of changing educational patterns to meet a changing social order as far as health care is concerned, as well as a changing student complement:

> "Most people are alive in an earlier time, but you must be alive in your own time. The artist is the man in any field -- scientific or humanistic -- who grasps the implication of his action and of new knowledge in his own time. He is the man of integral awareness." /22

/22 McLuhan, Marshall. As quoted in Richard Kostelanetz' "Understanding McLuhan", (In Part), p.50. New York Times Magazine. January 29, 1967.

PROBLEMS AND ISSUES IN ACCREDITATION BY SPECIALIZED AGENCIES OF VOCATIONAL-TECHNICAL CURRICULA IN POST-SECONDARY INSTITUTIONS

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I feel somewhat akin to Tommy Jones' Jug Band following the Jefferson airplane. The presentation preceding this was, I think, a very volatile and dynamic one. I must say that I followed most of it with only some awareness.

I think that the dynamics of society as we see it at this point, are in such a gross state of flux that some of the things that we're doing probably do not make sense. I do not mean this as an introduction to a discussion on accreditation, but you can establish any lineage there that you feel is appropriate.

I would like to thank you for inviting me here today to discuss with you an area of concern which I'm sure you and people concerned with junior colleges and junior college problems have discussed many times in many situations. I am referring, of course, to accreditation, a special type of accreditation which, although separate from that known as regional, or regional accreditation, is nevertheless of the same stripe and structure, that is to say, voluntary.

The United States, when it sought to qualify those things with which the Federal government should be concerned, bypassed education for various reasons. A variety of authentic techniques, as you know, have been devised to do that which over the years, various people and various groups have felt needed to be done. As higher education began to become a vital force in the United States in the late eighteen hundreds, it soon became apparent that some mechanism for articulation was needed to facilitate the flow of students from the common schools to the colleges. As a result of this concern, the first of six regional associations was formed in the New England area in 1885. The remaining five regions which followed, performed an articulation rather than an accreditation function for many years.

It was not until 1922 that the North Central Region began to formally accredit institutions of higher learning. Shortly after the turn of the century, contrary to the regional tone, it became obvious that, in addition to the problems of articulation, several areas of the higher education community or higher education family were, indeed, in need of review. The area which is credited with beginning to do something about this problem, of course, is medicine. Medical schools were growing like Topsy and the standards of training were atrocious. The concern on the part of the schools themselves and the various professional alliances led to the publishing in 1910 of the now famous Flexner Report. This report and its immediate acceptance by the profession and by the universities, put into motion the greatest move toward professional upgrading that this country or any country in the world has ever seen in the area of education.

This report set the stage for that other arm of voluntary accreditation known as professional or specialized accreditation. It is this accreditation style which brings you to listen to my presentation today, and as a consequence, I hope gives me a vehicle to reach out to you about this rather important topic.

The Center for Research and Development in Higher Education at the University of California at Berkeley, is presently involved in a study which is, in essence, attempting to establish some of the parameters surrounding the problem of specialized accreditation activity, especially as it relates to the vocational technical programs in the post-high school, pre-baccalaureate arena. This means, in essence, that we are attempting to have a look at the role which professional or specialized accreditation is playing at the present time at the two-year college and technical institute level. We see the study as one of attempting to define some of the problems and issues, and, as a consequence of this definition, to make an effort toward outlining some areas of future investigation.

The two-year college is a relative newcomer to higher education. I'm sure there are some in the room -- if not in the room, at least in the city -- who would be willing to debate that the two-year college still might not be a part of higher education, but this is at this point merely academic. Because of their strong lineage to the public school sector, the junior college did not enter into the accreditation controversy in the early years. As the two-year college has attempted, as a part of higher education, to become accepted, its problems, including the problem of accreditation, have become the problems of the two-year college. The technical institute and the area vocational institute have an even greater problem. In addition, in many instances they are not eligible for membership in the regional association, so the vehicle for accreditation or qualification of their product is even more nebulous. Access for them at this point to any method of quality control is only through the professional associations.

The concern which led to this project I am here to discuss did not develop overnight. You might be interested in some of the events which led to this particular area of interest in education research. In 1961, the American Association of Junior Colleges requested that the National Commission on Accrediting study the extent of, and the factors related to, accreditation of community colleges by specialized agencies. In 1962, the American Vocational Association sponsored a meeting of representatives of many occupational fields to discuss the possibility of an accrediting agency for all vocational-technical education at the post-high school level. In addition, they requested that the American Council of Education study the factors bearing on the development of an approach to accreditation for all vocational-technical education, post-high school or secondary level.

Of course, the impact of the Nurse Training Act needs no amplification for this group, but it probably has focussed more attention on the problem of accreditation than any other single event, and I'm sorry to say this.

It was with background of concern that the Center was approached by several organizations and asked to entertain the possibility of undertaking a research effort, this in the general area of professional accreditation and its relationship to the pre-baccalaureate institution. The research project was designed as one attempting to explore some of the problems and issues and at the same time to establish a frame of reference for investigation, as I mentioned earlier. The project visualized as exploratory, has attempted to establish a gross sociological frame of reference which will allow for some assumptions to be made about the research direction in this and other areas, and hopefully, to give some relief to the anxiety which now prevails in the minds of many about the relationship which does or should exist in this total area.

The project does not negate the role of nor the problems associated with regional accreditation, since both the philosophy and mechanics of this accreditation style are of great concern to the two-year college and to the technical institute. Of more immediate concern at this time, however, is the relationship of the institution to that other nongovernmental accrediting force, the professional accrediting agency. Specialized accreditation has developed outside of the institution as an outgrowth of the desire on the part of professional association to participate in quality control. I think this is one of the biggest problems in the area of accreditation, and one that you people should understand.

When you talk about voluntary accreditation, you talk about two basic styles. They are grossly different. The regional accreditation style is intrinsic, is within the institution made up of institutional parts, looking at the institution as a concept. Professional accreditation or specialized accreditation is an accreditation style growing out of a professional association and growing out of their concern to participate in quality control. The professional accrediting body and the role that it plays in the community college is, of course, a matter of much discussion. The junior college establishment is, in effect, asking that the role of the professional agency be reduced, and that the accreditation function be performed by the regional accrediting association and only by that association.

As the two-year colleges continue to grow, especially in the area of vocational-technical education, the two-year college presently is saying, "look, if something isn't done we're going to reach the point in the very near future where we're going to be visited by 15 to 25 different associations seeking to accredit our programs. I do not have the manpower, the time, the energy or the money to support this kind of an effort. Something must be done." We are, of course, concerned with the product, especially that product of the vocational-technical program which finds an immediate employment arena. The need to qualify this product is, of course, rather great.

It is with this set, then, that the present design was constructed and is concerned. As the technological revolution continues, the community college will be called upon to assume an even larger role in training the pre-professional work force. I think this was eloquently pointed out for you earlier in the afternoon. As these workers gain stature in the vocational arena and band together for their mutual benefit, there is reason to believe that they will follow closely the pattern of other work groups. One can predict an increased concern on the part of national associations in regard to quality control within the institution, and at the same time, an increase in requests to assist the institution in establishing standards of training.

All of these factors form a composite which creates a legitimate focus for concern. What is the relationship of the activity of these organizations and accrediting agencies, as it is perceived by the institution? Is this relationship in need of review or modification? If so, what positive changes can be effected to support the institution while allowing the professional organization a legitimacy of its own? The Center proposed to survey, and is surveying and assessing, some of the basic issues which relate to the general problem of specialized accreditation in the institution. These issues are reflected in such questions as those asked above and some of the following. For instance, to what extent is accreditation by specialized agency an issue in the community college? What seems to be the common element of the problem? How is it related to accreditation of two-year institutions by regional accrediting associations? How is it related to the activities and responsibilities of the National Commission on Accrediting, and should it be?

To be specific, it was proposed that answers should be sought to the following questions: (1) To what extent are specialized agencies now approving curricula in two-year colleges? (2) Is there an effort on the part of these institutions and agencies to increase effort to accredit these curricula? What is the experience of these colleges with regard to this general practice? Is there evidence that specialized accreditation either inhibits or promotes the development of occupational programs? We're getting some interesting answers. What is the impact of specialized accreditation on the general education content of vocational or semiprofessional curricula? I think this relates to some of the conversation held a little earlier, in which we have great concern as we talk with managers and, I'm sure, as you talk with hospital administrators, those of you who are seeking to fill this fantastic manpower void. We get two stories. As we're talking in an academic sense about training, employers say to us -- not as much in the health field as much as in some of the industrial fields -- "You give us an individual who can think, who can articulate, who can assume some responsibility for the ongoing needs of the organization, and we will see that the necessary day to day skills, the rudiments are given." Yet this very individual, when he comes to the campus to seek students, takes that student which is the most skill-oriented, and leaves that which is more oriented to the things which he told you he was originally interested in pursuing. So we have some educating to do.

Does accreditation by specialized agencies tend to make students more employable? This is an old dodge, and I'm sure some of you at some time or other -- I know I have -- have been guilty of using it, and it "ain't" so. At least industry tells us that it's not so.

Are professional organizations interested only in high-level or semiprofessional and technical programs, or is there a tendency for them to extend their interest to the accreditation of lower-level courses in the trades, and to the preparation of skilled workers of various kinds? In other words, is the junior college president who has articulated his position telling you "where it is?" Is he telling you something that we haven't accepted? We don't think so, but maybe he is.

To what extent are regional accrediting associations assessing vocational programs in their evaluation of the total institution? What are the criteria used by these regional associations in evaluating two-year colleges and in evaluating occupational programs within the college? In other words, if you are presently employed in a junior college and your president says to you, "We feel that regional accreditation is sufficient," is it sufficient in its present form? We don't think it is.

(3) To what extent do the activities of the National Commission on accreditation have relevance to the general problem? In addition to this involvement, what relationship should exist between the specialized agencies and the institution? And what is the relationship between specialized accreditation and licensure? As an outsider this is of concern to me. I'm sorry, but some of you who represent state boards who are here, maybe afterwards we can have a discussion about this. I'm going to talk about this a little bit later, but for an outside observer who is trying to objectively qualify a position, I find that I am subjected to some of the greatest subjective thinking I have ever experienced.

Is there legislation which makes accreditation mandatory prior to participation in funding of various kinds? If this is necessary, what is the magnitude of it and what is its direction?

These are the kinds of questions to which we are attempting to seek answers. A variety of activities and procedures have been employed to attempt an assessment to the above questions. Some of these are as follows: an analysis of the most relevent Federal and State laws pertaining to vocational education and the findings in support thereof; a study by the use of questionnaire and interview in a sample of junior colleges known to have experienced specialized accreditation, and a sample of junior colleges selected at random without regard to specialized accreditation; interviews with representatives of various professional agencies involved with specialized accreditation, and, of course, the collection and analysis of materials from regional associations; and interviews with the individuals in each of the six regional associations. You might be interested in knowing that the National Commission on Accrediting at the present time authorizes accreditation activity on the part of 28 organizations. We took from this list the 24 which seemed most appropriate to be operating at the pre-baccalaureate level. For instance, we saw no reason to assess law, and a couple of the others. We're finding some very interesting things as we talk with these people.

The study was funded late in the fall of 1966, and we began officially in October of that year. At the present time, to bring you a status report, we have completed the literature search relating to professional accreditation, which is interesting in itself. We have recently completed an initial survey of all of the professional accrediting agencies which are recognized by the National Commission and which have indicated an interest in accrediting programs at the two-year college level. In addition, we have been in rather constant contact with the primary professional groups concerned with the problem. I'm sure that, for instance, Gerry Griffin is getting tired of my writing and calling the New York Office for supplementary information about the League. We have recently drawn a random sample of 53 institutes, and have made initial contact with them asking for their support. This is supplemented with a subjective sample of technical institutes which are concerned with the general problem.

The questionnaire phase of the study has been pretested and is now in the process of going to the field for the final survey phase. We are preparing for one last series of interviews with members of the professional accrediting agencies and the regional associations, as well as a selected random sample of site visits to two-year colleges.

We would anticipate that we'll be in a position to talk intelligently about all our findings by the first of May, and we hope to have published a major report prior to the end of the fiscal year. It's very difficult to discuss partial findings at this point, because we are, by and large, talking about reactions to situations as much as reactions concerning a problem at hand. We're in a position, however, to make some assumptions about the nature of the problem.

We know, for instance, that the concern on the part of the associations is not as gross as we had once expected, and that, in fact, concern about accrediting pre-baccalaureate programs is limited to a small number of professional associations and their companion accrediting agencies, i.e., the allied health professions and engineering technology.

We are also finding that pressure from within the institution is not as great in behalf of professional accreditation as we had once assumed. We would be comfortable in saying that the pressure for professional accreditation at the two-year college level is not nearly as gross as it is at the senior college level, for a variety of reasons, some of which I would like to explore with you in a moment.

In addition to the foregoing, we have the feeling that the six regional associations would be most cooperative in modifying their procedures to accommodate some of the things which we with the study and others who are investigating the problem feel need to be done.

It is this kind of a reaction that we are beginning to put together, and I might state that we feel at this time rather comfortable with the progress that has been made.

On one of the areas we have been most concerned with and about, is the relationship which should exist between an organization which seeks to undertake a training sequence, i.e., the junior college, and an organization composed of the products of that training, i.e., the National League for Nursing, American Nurses' Association, Engineering Council for Professional Development, the National Association of Landscape Architects, or what have you. The desire of organizations to participate in quality control is not new. As organizations grow, they become concerned about standards of training for their own membership, and seek methods of enforcing and quantifying these standards. As Seldon has said -- and pardon the paraphrase -- professional accreditation is intimately related to the desire on the part of the individuals to attain a high vocational and monetary standard.

I feel it is important for people concerned with accreditation to be able to differentiate the intrinsic from the extrinsic needs, perhaps as we see it, and be able to separate the real from the perceived. I do not mean to deny the value of the accreditation function on the part of the associations. I only ask that an effort be made to understand it. We're doing a little think piece, separate from the study, in which we're seeking answers in a sociological context about the ability of an institution, (assuming an organizational structure can modify itself to become an institution,) we're doing a think piece on what kind of force has to be applied against this organization or instituion in order for it to modify its behavior, and under what conditions this is healthy and under what conditions it is not so healthy. We're specifically looking at the ability of the institution to tolerate what we call external press or an external force as it relates to the maintenance of its own integrity. This presumes on the part of an organization that it (1) has institutionalized itself and (2) in the institutional process has developed an integrity. Assuming that these two conditions are met, what kind of force is brought to bear on it to modify its behavior, and by what kind of organization? We have identified some of these organizational styles -- the Federal Government, for instance, state governments, legislatures, community action groups and professional associations.

We feel, then, any institution is susceptible. It is especially susceptible to pressure when it has what Burton Clark calls "precarious value." I think all of those of you here who have fought the battle of associate degree programs, (and I came from an institution which went through the battle of trying to establish an associate degree program,) vocational programs in general, new programs in particular, are indeed precarious values. But what you find in your ongoing battle -- and I know it's giving away the essence of the think piece -- but what you find, basically, is the junior college which, as a force, is attempting to legitimize its own behavior and institutionalize its own behavior, is at the same time being confronted by a series of pressures which are in essence attempting to do exactly the same thing.

I think it's for you people to differentiate between that part of accreditation activity which is for health care and for patient care and that which is for the nurse or for the medical technician. I think you have to make this differentiation.

It is interesting to those of us who are evaluating this in what is, hopefully, an objective manner, to see what seems to me and to other laymen to be an obvious discrepancy, that is to say, those associations most concerned with accreditation activity on the part of their associations are the very groups which have access to their skill areas limited by licensure. It does not satisfy me, as one interested in research, to say that licensure gives a legitimate basis or a behavior to the individual and accreditation to the program. This doesn't do it for me, because if service is to be performed by members who are registered, licensed or certificated, then this is control. If it is not accreditation then it is licensure. If one of the two works, you don't need the other, and I can see, at this point, no rational basis for the two.

We have many concerns about the association accrediting bodies and the impact they have, or could have, on the two-year college. As institutionalization takes place we immediately get into the concept of integrity and the ability to withstand pressures. Does the accrediting agency act as a national agent which does or could cause the institution to deviate from its commitment to accommodate a program? What about the specialized accreditation as a stultifying force in curriculum innovation and change? This is a gross area, as we look at it. I have read some accreditation reports, and I have had some interesting reactions, because the very things that I was listening to half an hour ago are some of the very reasons why at least some of the institutions have been denied accreditation. Their curriculum did not meet what was to the evaluators a meaningful and legitimate educational endeavor, and I don't see how we can train for the new technology when we beat the ploughshares out with a hammer. It can't be done.

One of the other things that bothers us, as people involved in trying to untangle some of this, is that each association which is recognized by the National Commission to accredit programs says it fills a social need. I buy it, and I think it sounds very nice, and I think that if you quantify social need as protection of the health and welfare of the public, I think this is fine, but to me this doesn't answer the question. I think we have to rethink the whole concept of social need as a criterion for recognition by various groups.

Once again, I would like to emphasize that the project was undertaken as an exploratory to attempt some identification of the parameters of the general problem. We feel that the project will be a success in this regard. We're very hopeful that we will be in a position to make some meaningful suggestions for further study, and in addition, we would hope that a tenative guideline for accreditation activity at this level of educational opportunity will be developed for review by interested parties.

We are convinced of several things: (1) That there is room for both voluntary accreditation styles; (2) We are convinced that both voluntary accreditation styles are in need of some serious review and, in some cases, modification. We are also convinced that everyone who has undertaken to participate with us in this endeavor has done so in the good spirit of academic investigation, and we're very pleased to have this kind of cooperation among all of the member agencies and the institutions at large.

Thank you for allowing me the opportunity to be with you today. I hope the information that we have to share now and the information we will have in the future, is of some value to you in your deliberations.

TEACHER PREPARATION

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The need for faculty members for all kinds of educational programs is a well documented fact. Educational programs in nursing are no exception. Another point of agreement, I'm sure, is that a well-qualified faculty is important, and the quality of the program is directly related to the quality of the faculty. Here the agreement ends. This is indeed an old argument, as to whether the teacher should know what to teach, or how to teach.

To me, it's a specious argument. Surely we are agreed that nursing programs need faculty, and quality faculty. How they should be prepared is what we're going to discuss. What follows, then, in my comments, is what I believe about faculty preparation. If there is some overlap and some repetition between what you may or may not have read in a recent "Nursing Outlook", this is not entirely coincidental.

I shall approach what I'm about to say in three parts: what I believe constitutes faculty preparation; how preparation for associate degree programs compares or differs, and then some of the problems we face in teacher preparation. First of all, what constitutes preparation?

The first requisite for any preparation of teaching is command of subject matter or content area. For us in nursing this means nursing. And I mean to include in my statement "command of the subject matter or content area" skill in the practice of nursing. How can a teacher teach the practice of nursing unless she herself is able to practice nursing? What is meant by the term "expert practitioner" is not always clear, and it obviously doesn't mean the same thing to everyone. At the present time it is almost a fetish or a cliche, with very little meaning attached to the term. When I say "command of the subject matter" I mean "command of the subject matter", which includes the practice of nursing. I don't think one has to do it eight hours a week in order to accomplish this goal.

Within the past week I've heard that there's been an almost complete reversal in the master's programs in the United States, that is, a change from preparing teachers or administrators or whatever you might wish to call the functional area, to preparing the clinical specialist, whatever that is. The person making the statement quickly added that this was a distinctly favorable movement, and as quickly said that they would make better teachers, that they would be better prepared for teaching because they were "clinical specialists".

It's the last statement which is disturbing to me. To prepare a clinical specialist, which no one has yet defined, and declare her to be a teacher, is puzzling. Is this another evidence of the bandwagon technique of building curricula for master's programs. If one does it everybody has to do it. The importance of being well grounded in the areas to be taught cannot be over-emphasized, but it should be remembered that this is but a beginning of knowledge, to be added to and strengthened as the days, months and years go on. No master's program, no doctoral program, no program prepares for all time.

A second requisite might be called professional education knowledge. In this area I would include educational psychology, knowledge about the learner and how he behaves, teaching methodology, principles of curriculum development, knowledge of the nature of education and institutions that are developed to achieve the purposes of education. Practice in teaching, by whatever term that is called, should also be included.

A third requisite, it seems to me, is a continuation of the general education begun in baccalaureate programs. Studies have shown that the teachers of nursing rate their preparation in this respect inadequate. The enrichment of the personal life of any individual is highly desirable. For those whose mission is to guide youth it becomes imperative.

In quantitative terms, what does this mean? Well, it can scarcely mean less than a master's degree, for specialized preparation at the baccalaureate level is a thing of the past. Increasingly it is going to demand more than that, that is, more than master's preparation. Doctoral preparation for college faculty appointments is becoming essential. The failure of nurse educators to recognize this and to cope with the problem has led to two different practices, neither desirable. On the one hand, nursing programs have a disproportionate number of nurses or persons at the instructor or assistant professor level, because of the inability of the individuals to meet the standards set for the higher ranks, and by virtue of this they are ineligible for many of the benefits of faculty appointment, including such things as sabbaticals, tenure and the like.

Or, on the other hand, faculty members hold academic rank for which their preparation and their qualifications do not entitle them. In either event, the situation is difficult. It is obvious, however, that we need more nurses preparing for and receiving the doctoral degree. In this area I am including the associate degree programs.

Then how does preparation compare or differ in the associate degree program? There are obviously more similarities than differences in the preparation of teachers, no matter what the subject matter or the level of the institution for which they are preparing. Just as obviously, teachers in associate degree nursing programs need as much and as good preparation as any other teacher. First I would like to dispel some impressions about teaching in associate degree programs and the preparation that the teachers need.

There are those who think that the teacher needs less command of the content area, for they will be teaching less content, both in amount and in kind. I would suggest that this teacher, that is, the one in the associate degree program, needs as much or more, in order to select that which is appropriate for the associate degree level and that which is pertinent for nursing technicians.

Schlotfeldt, in her article in "Nursing Outlook", suggests that, and I quote, "Some," that is, teachers in associate degree programs, "will have completed graduate preparation at the doctoral or master's level. Others would be experienced generalists." She describes the graduate of the baccalaureate, that is, the professional program, as a generalist, prepared to practice in a variety of settings. This person, she suggests, will be the teacher, or at least among the teachers, in the associate degree program. This person would not meet my criteria, or any of my criteria, for teaching in the associate degree program.

While community junior colleges tend to be quite specific about the kind and amount of academic preparation required for those who teach in the academic or general area, they are more lenient in the requirements for those teaching in what are commonly called the occupational or technical areas. In the latter they are inclined to place much more emphasis on experience and less on formal education. One college administrator reported at a conference I attended in October that in one of the new health-related occupational curricula in his institution he had employed a Navy corpsman who had been a technician for 20 years, and he was responsible for that particular program in his institution. If one interprets teaching as the telling of the student how to do something in the manner in which the practitioner has done it for 20 years, then this person might suffice. This is hardly the person that Miss Fahy was describing as necessary for the world of the future, however.

This definition of teaching is not one to which I would subscribe. It is not infrequently necessary, then, to explain the need for academically qualified instructors for the nursing programs to the college administration, for they are inclined to use this kind of statement for the nurse faculty, that they need not have as much academic preparation as in the academic areas. In short, the need for excellent teachers in the associate degree nursing programs needs no defense. Their preparation may be slightly different, but no less good. Gardner reminds us, in his book on Excellence, that there are many kinds of excellence, and this is one of the "absurdly obvious truths of which we must constantly remind ourselves," and he goes on to say, "But excellence implies more than competence. It implies a striving for the highest standard in every phase of life. We need individual excellence in all its forms, in every kind of creative endeavor, in political life, in education, in industry -- in short, universally."

It should, then, come as no surprise that I believe the preparation of teachers for the associate degree programs differs somewhat from the preparation of other programs. Here are some of the ways in which I see them differing. First, in the area of subject matter, since the associate degree programs generally, although not universally, follow the broad

field approach to curriculum planning, the teacher needs broader preparation in the areas to be taught. A specialist in cardiovascular nursing would find her preparation for the associate degree program inadequate, and that is what the clinical specialist would be, if I understand what is meant by the clinical specialist, and I make no claim to understand it. The teacher would need far broader preparation in the area of physical illness, certainly, and probably also a firm grounding in the area of mental illness, for they are not unrelated. Sheer economic necessity would force the college to require teaching in a broader area than, for example, cardiovascular nursing.

More important, however, is the fact that this preparation simply doesn't fit the associate degree nursing curriculum. Graduate programs, as well as accrediting groups, need to define differently what constitutes preparation of a teacher in the content area for the associate degree program. Should she be a specialist in generalization, that is, in the field of nursing?

Second, in the professional education area certain differences are obvious. Perhaps the most obvious is the understanding and being able to cope with the heterogeneity of the student body. Associate degree programs continue to attract a wider age range than is commonly found in other nursing programs. The range of abilities among the students is also wider than found in other kinds of programs. Understanding the older student, and how to deal with those of different abilities, is important.

In the area of the new technologies there is a need for a much wider preparation, much better preparation, than is now given, I think, in any program. Certainly we can no longer continue to talk about one teacher to six students if we're going to ever cope with the problems that we have. The newer technologies, if we're going to move into the twentieth century, had better be known by the associate degree faculty members.

It's obvious that the community junior college is a different institution. Whether you consider it unique or not, I think all would accept the differences. There are those who argue that it is not unique, but I'm sure we would say that it's different. Some introduction to the philosophy and programs in the community junior college will help the new instructor find her place in the whole enterprise.

The field experiences, that is, practice teaching, should be in an associate degree nursing program. An opportunity to consider the philosophy, objectives and operation of the associate degree nursing curriculum is important.

There are, then, in the professional education area, significant differences.

Thus far, we've been talking about preparation of the new instructor, one who has indicated the goal of teaching in the associate degree program. For this instructor the program can be different from the

beginning. What about the instructor who changes goals? It's desirable that she have some orientation to the associate degree program. Workshops, or a return to the university for additional study specifically related to the associate degree nursing programs may suffice for this instructor. These are important for the person who has been in a diploma program or, if you will, a baccalaureate program who moves into the associate degree program. Let me hasten to say, however, there is no shortcut to good preparation. What might be expedient, and what we might do in short-term ways, might well prove to be short-changing the instructor and the program itself. For some time to come, however, most instructors in the associate degree programs will be prepared at the master's level, and many of them will not have had specific preparation in the associate degree curriculum. However, whatever one says about it, it should be sound preparation.

There are a number of problems facing those who need an adequate supply of teachers, and those who prepare such teachers: in other words, the graduate programs. Until such problems are recognized and some measures taken to solve them, the possibilities of associate degree nursing programs graduating either the quantity or the quality of nursing technicians is greatly limited. It is perhaps only wishful thinking to believe that we will ever have the right number of the right kind of teachers, but it is imperative for us to at least aim in that direction. These are some of the problems, as I see them.

First of all, the recruitment of potential teachers to graduate programs. This problem is increased by the fact that baccalaureate programs from which graduate students must come are graduateing too few each year. I wonder if you realize that the average number graduating from baccalaureate programs, per program each year, is 25. And this number has not changed materially in the last few years. This throws some responsibility for the teacher shortage directly upon the baccalaureate program, and I'm talking here about generic programs. The backlog of potential graduate students has disappeared. We had a substantial number at the beginning of the traineeship program, but with the continuation of that program the great backlog has disappeared. Last year in the State of New York -- and I think I'm not exaggerating when I say two of the largest programs in the United States are located in New York City -- we graduated only 212 with master's degrees, and many of these people were not going to remain in that particular state. This was a decline, by the way in graduate degrees, master's degrees, offered last year over the year preceding.

It's interesting to note in this connection, that is, the shortage of graduates with baccalaureate degrees from which we must attract graduate students, that in the Simms study most of the graduates of baccalaureate programs in that study indicated teaching as an ultimate goal. What are we doing to interest young graduates of baccalaureate programs in preparing for teaching? More specifically, the recruitment problem is increased for the associate degree program by the commonly felt, but not necessarily overtly expressed, idea that there is somehow more prestige involved in teaching in a baccalaureate program than in an associate degree program. And so, in the institution from which I come, we have

considerably more preparing for the baccalaureate, contrary to popular opinion, than we have for associate degree programs. There are probably four, five or six times as many people preparing for baccalaureate programs as for associate degree programs. This, incidentally, is not peculiar to the teachers of nursing. There is many a community college instructor, and in some instances entire community colleges, trying their level best to make the course they teach or the college itself into a duplicate of the traditional four-year college. This appears to me to be particularly unfortunate, because again I'm not speaking of not only the nursing problem but of the generalized college problem. By sheer quantitative measures the need for instructors in associate degree programs is today, and will continue to be, much greater than for baccalaureate programs. So the opportunities, from a sheer numerical point of view, are much greater in the associate degree programs. The remuneration for teachers in the associate degree programs is fully as good and sometimes better than in baccalaureate programs.

Another aspect of the recruitment problem is what might be identified as lack of acceptance, in spite of what we see here, of the associate degree program, and hence a rejection of the idea of preparing to work in one. One has only to note recent events, and I go back no farther than two weeks, to realize that the position paper of the ANA, though officially adopted in policy, does not have the full support of those in nursing education, and this complicates, I think, the recruitment problem.

A second problem is the lack of availability of programs preparing teachers for associate degree programs. This has been to a degree alleviated by recent grants to a few universities to develop such programs. But by attempting to solve one problem, to make these programs more available, another problem, already known but now increased, is one of shortage of nurse educators qualified to prepare the teachers of associate degree programs. We need many more educators eligible for appointment to graduate faculties, and a doctoral degree is the usual requisite. Again exceptions are sometimes made where other kinds of qualifications are accepted. Nevertheless, we cannot increase the number or the size of the programs preparing teachers until we have people qualified to teach teachers. If you think the problem is great at the baccalaureate and associate degree level, you should face it at the graduate level. I know one junior college which anticipates, and it is in for a rude awakening, only those who hold doctoral degrees. I spent the afternoon trying to convince the dean that the 300 doctoral degree holders there were, were already placed. He has not yet accepted that fact, I think.

A third problem is, that there is some question as to whether or not the programs preparing teachers for associate degree programs are in fact offering what is most needed by potential teachers. I refer here to the content area in particular, although not necessarily exclusively, the clinical area which the teacher needs in her preparation. Most programs --and, I hasten to add, my own -- include courses in the traditional pattern, the big five: medicine, surgery, maternity, pediatrics and psychiatry. Since this kind of specialization leads to this kind of

pattern in the program to which the graduate goes, is this the best preparation for the associate degree program teacher? I think not, but where does the change start? Will you employ someone who doesn't have a medical nursing specialization? Are you looking for teachers in maternity nursing? If you are, and we do not prepare them -- where do we begin to solve these problems? Maybe it's the graduate program's responsibility to make this change. I suspect it is, but then you have to take this new person we put out, and an accrediting agency can't say, "You've had no course in -- , and therefore you are unqualified." There has to be some changes in the preparation of, and then subsequently in the programs themselves.

The fourth problem in recruitment, in the area of preparation of teachers, is that there seems to be some tendency for nurses to get master's degrees in whatever area happens to be offered in the college nearest them, whether or not that prepares for teaching in any kind of a nursing program. One of the studies shows that nurses are most reluctant to go for further preparation, and when asked how far it is logical to expect a person to go for that preparation, one person, I hope not seriously, answered, "Fifteen minutes". It takes longer than that to go across a large campus.

I think we've got to appreciate, on both sides of the fence, the teacher being prepared and the employing agency, that if a teacher can get the job teaching maternity nursing when her major was guidance, why should she get other preparation? The potential teacher needs to identify the area in which she wishes to teach, and then seek the preparation, wherever it is offered. This also means that administrators.college and nursing, must look behind the degree label in order to determine preparation.

There may be other problems but these should show we have no easy time ahead.

We have a challenge to produce enough nurses to meet society's need. We have an opportunity to do this in a way never accomplished before. The question is -- Have we the wisdom, the courage to do it? I hope we have!

TEACHER PREPARATION

Martha E. Rogers, Sc.D., R.N.

Now, you'll get the other half of the circuit. There is one problem, you know. We have disappointed several audiences because we don't disagree often enough. About the only thing we have is an opportunity to see if we can get the last word. I thought I might give you a little example before I moved into the serious part of my discussion. There were two young boys who were quite competitive as they went through school. They were always trying to see who could outdo the other. Periodically they took time out to put one another in his place. In time they grew up and went their separate ways. One of them became a very eminent bishop, a bit round in front, you know, and the other a very fine admiral, decked out with much gold braid. The other day the bishop was down in Grand Central Station. He looked across the way, and whom should he see but the admiral, in his finest uniform. He went across, tapped the admiral on the shoulder, and asked, "Conductor, when does the next train leave for Boston?" The admiral turned around, looked the bishop up and down, and said, "Madam, in your condition you shouldn't be traveling."

It should be a truism at this point to note that the education of nursing's practitioners will not exceed the quality of nursing's faculty members. It ought to be equally well known that nursing quality will not surpass the nursing education that underlies it. Nursing continues to labor under a shortage of qualified nursing personnel to teach its students, despite a decade of federal support. Recent monies from the Kellogg Foundation give evidence that this continues to be a pressing problem. Exponential increases in science and technology have made explicit the essentiality of learning in today's world. Long overdue replacement of hospital schools by educational institutions has taken on a new urgency. Experience is no longer a substitute for learning. As a matter of fact, it has been noted that experience today can be a handicap.

As we talk about the education of nursing teachers we must take cognizance of these new dimensions. Forty-five states require four years of college to teach in elementary school, and all states require a full college education as the minimum for teaching in secondary schools. Many secondary schools require a master's degree for faculty appointment. Bernard Barrelson has noted, "The master's degree cannot be recovered as the acceptable degree for college teachers." Full colleges and universities expect that their faculty will hold doctoral degrees. Certainly a master's degree represents minimal

preparation for teaching beyond the high school. At this point in time I would propose that for many of those who will teach in associate degree nursing programs the master's degree as acceptable preparation is perhaps a reasonable goal. This is not to suggest that we do not also need people who will complete doctoral study, but this is not true for all.

Concomitantly 4.2 per cent of those teaching in associate degree nursing programs do not possess an undergraduate college degree. By what alchemy they can then purport to be teaching at a post-high school or college level is incomprehensible. To appoint or to keep such persons on a faculty is untenable. An additional 27.8 per cent of associate degree faculty hold only a baccalaureate degree. Specifically, nearly one-third of those teaching in ADN programs are unprepared to do the job they've been appointed to do. (ANA Facts About Nursing - 1966 Edition).

That the education of nurses belongs squarely in educational institutions is beyond argument (devotees of hierarchical control and antiquated methods notwithstanding). It is equally true that associate degree programs provide a sounder means for preparing registered nurses than do hospital schools. But regardless of control, sound preparation will not take place in the absence of competent nurse faculty. The imperative need to replace hospital schools with ADN programs as rapidly as possible must be limited by the availability of qualified nurse personnel to teach the students.

Baccalaureate degree education is the cornerstone of nursing educational system. Baccalaureate degree graduates are the nation's professional practitioners of nursing. They provide the source from which nursing's graduate students must come: the potential specialists, practitioners, teachers, supervisors, administrators, etc.. I would carry Mildred's point a little further. I don't know just why we should need cardiovascular nursing specialists, unless we're going to relegate nursing to an assembly-line approach, taking care of bits and pieces but never taking care of human beings.

In the educational spectrum there is a critical point that identifies those who educate the educators. The quality of this last group, or its lack of quality, is felt throughout the entire spectrum of nursing educational system. Here the shortage of qualified nurse faculty is most acute, because its implications are so far-reaching. Interestingly enough, ANA "Facts About Nursing", while carefully recording general information about faculty qualifications, does not mention the levels of preparation of those teaching in graduate programs. I would suspect there might be good reason for this omission, because some of us who are in nursing education are well aware that there are many graduate programs in nursing which do not have faculty qualified to teach in graduate programs (meaning of course, holding a doctoral degree, considered a grave deficiency in other areas of academia).

This problem is further aggravated by the irresponsible opening of additional graduate programs either without qualified faculty or by

further diluting the numbers of qualified persons who do exist. A great deal has been said about the shortage in numbers of qualified persons in all of our educational programs, but considerably less has been noted concerning the quality of the graduate programs themselves. Excuses abound to justify perpetuation of weak programs and the initiation of new ones. But the reality that we face is that though the shortage in numbers of those who possess paper qualifications is large, the actual shortage of those who possess the knowledge and skill necessary to teach the teachers of nursing is even greater.

Preparation of teachers for associate degree nursing programs builds upon the same basic principles fundamental to sound preparation for teaching in other programs. This does not negate associate degree nursing faculty criticisms that graduate programs in nursing frequently do not prepare persons adequately to teach in such programs. Rather, it points up the need for major revisions and substantive changes in teacher preparation in general.

First, nursing's teachers must possess a clear and unequivocal understanding of the structure of nursing's educational system consistent with today's educational world. They must value human differences and respect human dignity. Incorporation of such values involves gigantic re-learning for a large proportion of nursing's graduate students. But without such understanding the philosophy and purposes of educational programs geared to identifiably different career goals will not be comprehended.

Technical education is complete in itself. It prepares for a career worthy of honor and one having strong social significance. It is not the first part of professional education, and those who would recruit the professionally oriented and professionally educable into technical programs, whether hospital school or associate degree, deny the reality of individual differences in abilities and goals. United States Public Health Service's General Stewart's "ladder proposal" is a good example of how to sow intellectual wastelands. It is a derogation of human differences. It is an effort to maintain an outdated hierarchical control. Most serious is its negation of safe nursing services to people. Professional and technical education are clearly different. Professional and technical practitioners are not interchangeable. Moreover, such practitioners are good or poor according to the career for which they are prepared. They are not comparable to one another.

Nursing offers two major careers: the professional and the technical. Chatter about "types of programs" is one of the "games nurses play". The philosophy and purposes of technical education provide the frame of reference within which ADN curricula are developed. They are determining factors in the selection of knowledge and skills to be taught. Too often and for too long nurse faculties have thought they had to give a student everything they knew.

How ridiculous would we deem it if a fifth grade teacher, presumably a college graduate, undertook such a task. At the same time, faculty members must possess graduate education that is substantial if they are

to be able to select out learnings appropriate for technical students and participate in creative curriculum development. Both areas of learning must be incorporated into the education of graduate students preparing to teach.

Second, the philosophy and purposes of technical education in nursing must be understood within the dimensions of community college education for technical careers. Faculty must learn to identify with educational institutions, not with service agencies. The community college movement must be comprehended. A concept of higher education must replace the tortuous modifications that often define today's parodies of apprentice learning in nursing. University resources in community college education: its history, philosophy, purposes, administration, and implementation, must be utilized in the education of potential teachers.

Next, and central to the preparation of any person who expects to teach, is the inclusion of a hard core of "something to teach". No amount of methodology, communication skills and fine interpersonal relationships will serve as a substitute for theoretical content in nursing. Nor is there any valid reason for proposing that a person expecting to teach in an associate degree program will need any less substantial content in nursing in her master's program than the nurse who hopes to teach in a baccalaureate program or one who plans to pursue any of the number of other careers in nursing which require graduate preparation.

Concomitantly associate degree nurse faculties have questioned the dichotomies that currently identify nursing's clinical (or content) majors as appropriate areas of selection for the teaching responsibilities that associate degree nurse faculties must assume. I would add, these areas are equally irrelevant for those who would provide valid professional education in nursing to baccalaureate degree candidates. The hard core of nursing content is properly nursing science: the descriptive, explanatory and predictive principles about man which underlie and guide nursing practice. A superficial overview of selected learnings taken from the various clinical majors does not suffice. Nor does the regrouping of traditional clinical majors serve any justifiable purpose. The system of concepts which provide the framework for nursing's theoretical basis is identifiable, although the science of nursing is still embryonic in its elaboration. It is in the area of theoretical content in nursing science that we face perhaps our greatest problem. This is the body of knowledge, the "something to teach," that is central to every nursing curriculum. We can not teach or acquire or utilize what we don't have.

I'm not unaware of the problems inherent in what I believe has to be done. We do expect in New York University this September to initiate some first steps in this process. All master's degree candidates will be introduced to basic principles of nursing science, prerequisite to the clinical major of their choice. We view this as a transitional period. To provide such instruction requires faculty who themselves possess doctoral level knowledge in the science of nursing. Nurses whose doctoral studies have prepared them to be psychologists or

sociologists, physicists or physiologists, etc., are severely handicapped by the narrowness, inadequacy, and inappropriateness of their preparation for such instruction in nursing.

They must undertake substantial additional learning and relearning if they are to develop scholarship in nursing. Nor is this the only problem. Devotion to a clinical major sometimes seems to verge on the fanatic, and if you will forgive the irreverence, there are moments when one wonders if one of our theme songs should be "It was good enough for our fathers---."

On the positive side, however, there is a deep-seated vitality stirring among nurses from coast to coast that bodes well for the future.

A fourth area that needs to be incorporated is the ability to transmit knowledge effectively. The born teacher is, at best, a rarity, if she exists at all. Laws of learning, methods of instruction, tools of evaluation, and a range of other knowledges must be provided. Innovations appearing on the educational scene must take on practical significance. A university is responsible for the students it graduates. It must be assured that its graduates have the ability to translate theory into overt, observable behavior. Whether in the clinical laboratory or in the teaching practicum, students provide evidence of beginning skill in the art of their occupation, an art that should continue to grow throughout their professional careers.

A further dimension in graduate education includes the strengthening and enhancement of investigatory skills. Education for scholarly research is at the doctoral level. However, master's degree graduates should be able to read research literature critically. They should be able to initiate and implement significant studies, and to understand and use tools of research with identifiably greater sophistication than is properly expected of baccalaureate degree graduates. This is not research as this term is understood by scientists, but that does not make it less important. Rather it emphasizes the need for continuing imaginative curiosity that finds expression in meaningful study and publication.

Opportunity for creative development in associate degree nursing programs is open ended. So, too, are opportunities for a wide range of other relevant areas. The selection of courses by which students will be provided with the necessary learning to prepare them for ADN teaching will vary from university to university. Some courses are properly required for all master's degree candidates. The student's selection of a clinical major will determine certain content and related courses.

A minor in teaching identifies additional courses. The person who is planning to teach in an associate degree program will need course oriented to understanding the community college movement and its multiple ramifications. The principles of curriculum development do not differ, but the student's utilization of these in thinking through the development of an ADN program do differ. The student's teaching

practicum properly utilizes the community college setting. Specifically, preparation for teaching in ADN programs is not an isolated curriculum but rather achieves its meaning by course choices in selected areas of higher education. Emphasis needs to be on basic principles having broad relevance, on development of imaginative and critical thinking, on logic and reason, and on substantial theoretical knowledge in nursing.

One might properly ask next, "How long does it take to prepare a person properly to teach in an associate degree program?"

Historically, master's degree programs have represented one academic year of study. More recently, professional fields have tended toward a two-year master's degree. There are a number of reasons why, at least for the present, a two-year master's degree in nursing seems to be on the books. First, the not uncommon impoverishment in baccalaureate degree programs is reflected in incorporation of material in graduate programs that should have been included earlier. Second, students must be introduced to graduate level content in nursing and to graduate level knowledge in education. Third, general education deficiencies have to be shored up and extended. It seems reasonable to believe that as baccalaureate programs are rebuilt to provide true professional education, master's degree programs may be reduced in length.

A word of caution seems appropriate. The master's degree is only a step on the way. It is not the peak of nursing knowledge. Instruction of master's degree candidates must be geared to master's degree level education. It is as ridiculous to attempt to teach everything in a master's degree program as it is to attempt to teach everything in an associate degree program, and simply extending the length of the program accomplishes nothing. Instruction in principles must replace the multiplicity of finite details.

It is the responsibility of college faculty to provide students with the knowledges and beginning skills that will enable them to secure gainful employment. It is not the responsibility of educational institutions to turn out experienced practitioners. This is as true for teachers as it is for the products of ADN programs.

That associate degree programs in nursing are producing graduates quite able to perform in the work world is demonstrable. In spite of almost unbelievable hurdles, these graduates have made a significant place for themselves. Continuing proposals to require internships of these graduates can only be attributed to vested interests concerned with control of nursing education and a source of cheap labor. It is amazing that profit-making industries find it economical and profitable to hire people who are educated but not experienced. What a strange contradiction that an agency which at least claims to be nonprofit should be so inept. It is an equally interesting aside that medical educators are seeking to dispense with medical internships, calling them exploitation.

Certainly employing agencies should not be expected to make up educational deficiencies. It is up to the faculty to see that this is unnecessary, whether this is the faculty preparing the ADN students or the faculty preparing the teachers to teach in them. But without qualified nurse faculty in either instance, one is in a poor position to deal with obviously unsound proposals. There can be no excuse for retaining any person on a college nursing faculty who does not possess a full college education. Faculty members who hold only a baccalaureate degree must seek preparation for their job as quickly as possible, and the same principle holds true for graduate programs. If they do not, their retention on a faculty is a derogation of responsibility to students and to society. There are ample and adequate scholarships available. No group has ever had so much money to help them get ready to assume their social responsibilities as nurses. We cannot afford to ignore it.

The job is large, but by no means impossible. The education of teachers for associate degree programs in nursing must be stepped up, not only in numbers but in quality. Potential teachers must be helped to select graduate programs that will provide them with a philosophy of community college education and a clear understanding of the purposes of technical education, they must have respect for technical programs and a respect for the individuals who select technical careers. They must be sure they will receive a sound foundation in nursing theory or, if you prefer, clinical content. They must be certain that their program will include educational theory and methodology. They should verify that there will be opportunity for qualified directed practice. And I will close by pointing out that workshops and institutes can not be used as a substitute for the formal learning that we must undertake, even though we may worry about the length of time and the dollars.

THE JCD TEACHING INTERNSHIP PROGRAM*

C. R. Hill, Ed.D.

NEED

We would all agree with the need for making education relevant. Certainly, it is well documented nationally that the need for highly trained and skilled personnel is continually increasing. Knowledge is becoming more and more important for employment in our complex technological society--just plain hard work is not enough.

The immediate need for semi-professional manpower is critical and indications are that it will become even more critical in the future. Not only is the number of professionals increasing who require the services of theory oriented semi-professionals to assist them, but there are other factors. Technological developments are continually "opening up" new opportunities for employment that require more education than the typical high school graduate can bring to bear on the job. They include a wide gamut of occupations related to agriculture, business, engineering and industry, health, and the public service fields.

The ratios of semi-professionals ("support help") to professionals are increasing for existing fields which also contributes to the increased demand. In certain engineering fields, for example, a relatively short time ago, the ratio was less than one technician for each engineer. Surveys now show that the proportion of technicians is increasing. Some forecasters project a ratio in the near future of three or four for every engineer.

Unemployment statistics reveal dramatically the importance of education. This not only has a direct bearing on every young person's educational plans, but also institutions of higher learning. According to national leaders, the number of junior college students will double in the next four or five years and the number of public junior colleges will double by 1975 or 1980.

In St. Louis, for example, the rapidly developing Junior College District has grown, since its inception in 1962, to an enrollment of over 8,000 for the fall of 1966. By 1970, it expects to have a staff of more than 700 professional educators and an enrollment of some 16,000 students.

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*A Joint Project of the Junior College District of St. Louis and St. Louis County and Southern Illinois University

In two-year post-high school programs throughout the country, faculty growth has not kept pace with the rapid increase of student enrollments. The teaching talent that could become available tends to be either well established in job careers or not attuned to the need for career program teachers. Even by attracting competent professionals from non-teaching fields, and through informal in-service programs helping them become competent as teachers, the growth of school faculties has not kept pace with increased enrollments. If the responsibility for educating well-qualified semi-professionals is to be effectively met, well-qualified teachers must be available. Hence the reason for this special project.

THE PROGRAM

The Ford Foundation recently awarded The Junior College District of St. Louis a grant of $500,000 to assist in developing a program to help overcome current, as well as future shortages of teachers in semi-professional career programs in comprehensive two-year post-high school programs over a four-year period. The purpose is two fold--one is long range and the other is short range.

The long-range program is a joint project with Southern Illinois University and The Junior College District. It includes a number of different Master's degree programs, each of which involves an internship in The Junior College District. Participants for these programs are selected from recent graduates and persons employed in business, industry, and the professions. Provisions for stipends are included for both the graduate work and the internship-core. A unique feature is the granting of University credit for the internship-core.

In the short-range program, persons are recruited directly into the internship program. Previous teaching experience is not a requirement. Candidates for academic fields should have Master's degrees in their disciplines. For "technical" fields, Master's degrees are also preferred. Appropriate professional experience is considered to be of major importance for teachers in any of the technical disciplines.

The Internship Program is full time for one semester. It is sufficiently flexible to meet the needs of individual participants with varying backgrounds and degrees of technical competency. It includes:

Intern Teaching
Student Personnel Services Orientation
Organizational Orientation
Independent R & D Studies
Field Experiences
Course Work
Seminars

BENEFITS TO INTERNS

Opportunity to intern under master teachers.

Opportunity to become acquainted with the modus operandi of the rapidly developing new Junior College District of St. Louis.

Opportunity to gain knowledge to become more effective as teachers in two-year post-high school Career Programs.

Opportunity to gain recommendations of professionals which will assist in obtaining better positions in post-high school programs across the country.

Opportunity to gain experience that will assist in professional advancement.

Opportunity to gain financial assistance in obtaining a Master's degree.

SUPERVISORS OF INTERNS

A master teacher in the intern's area of specialty is selected from The Junior College District to work with each intern. Their functions include the following:

Provide proposal and schedule designed to develop the intern's competencies as a teacher.

Counsel intern regarding teaching assignments and problems associated with the internship.

Facilitate intern in establishing the contacts necessary for service and faculty assistance needed during the internship period.

Evaluate intern performance and potential.

Coordinate intern JCD Organizational Orientation.

Coordinate intern JCD Student Personnel Services Orientation.

Coordinate intern Field Assignments.

TEACHING

In classes taught by interns, the Supervisors have the final responsibility for the quality and completeness of instruction as well as the accuracy of grades assigned students enrolled in the classes. The intern is responsible to his Supervisor for the preparation, presentation, and evaluation of the classes he is assigned. Because of the scope of the Internship

Program, these teaching assignments are two-fifths the normal teaching load and include courses in which Career Program students enroll.

As a means for providing a better understanding of the inter-relationships of the various disciplines in the Career Program, interns are scheduled to observe a number of different types of classes. They are selected by the intern, and coordinated by the Supervisor. The various types of classes and minimum number of visitations follow:

Developmental Classes	3 sessions
Transfer Classes	3 sessions
Career Classes - in each of the four or five major curricula of the intern's discipline	1 session for each related curricula.
Academic Classes - Interns in technical subjects would observe academic subject matter classes basic to his discipline.	1 session for each academic subject basic to intern's discipline.

STUDENT PERSONNEL SERVICES ORIENTATION

Arrangements for the intern to gain a better understanding of the philosophy, organization and functions of Student Personnel Services are made by the Supervisor working through the Campus Dean of Student Personnel Services. The time allocation for this activity is the equivalent of one-half day each week. Interns may use part of this time for research activities in the Student Personnel Services area that are necessary for internship Independent Studies. Opportunities are included for gaining knowledge of the following functions:

Registrar and Admissions.

Counseling - includes experience in advising students in Career Programs and working with counselors and faculty advisors.

Placement and financial aid.

Public relations work with the schools and community.

Activities - includes experience in assisting the advisor of one student activity in which career students participate during the semester.

ORGANIZATIONAL ORIENTATION

Necessary arrangements for the intern to attend and observe the following to the extent indicated are coordinated by the Supervisor:

	Minimum
Board of Trustees Meetings	1
Divisional Chairmen Meetings	2
Faculty Meetings	All
Professional Standards Committee Meetings	1
Divisional Faculty Meetings of Major Discipline	All
Career Curriculum Advisory Committee Meetings	1

INDEPENDENT R & D STUDIES

These studies are coordinated by the leader of the internship Seminars and may grow out of or be in addition to any phase of the internship program. They are included as a means for gaining a better understanding of the over-all aspects of Career Programs, and are not intended to be in-depth studies. The intern may consider the JCD a laboratory in which he has the opportunity to avail himself of the material and human resources required for the studies.

Independent R & D Studies are voluntary. The intern makes the decision as to his involvement. Any or all of the following suggestions, or any similar type studies the intern may wish to pursue, may be undertaken:

Case study of a student discipline problem arising out of intern's teaching assignments - involves obtaining background information, analyzing the problem, developing a solution, and evaluation. Requires the guidance of the intern's Supervisor and a counselor.

Case study, based on student personnel records for classes the intern has observed, showing the similarities and differences of students enrolled in Developmental, Career, and Transfer programs.

Case study showing the JCD Career curricula and the involvement of the intern's discipline.

Chart showing the JCD instructional organization and the involvement of academic disciplines in Career curricula.

Case study of the internship-core Field Assignments that show how the intern's discipline is used on the job by recent graduates of Career curricula.

Case study of JCD Career curricula costs.

Case study of starting salaries of recent JCD Career curricula graduates.

Case study of a student learning problem arising out of intern teaching assignments: involves obtaining background information, analyzing the problem, and an evaluation of the solution used in attempting to solve the problem. (Requires the guidance of the intern's Supervisor and a counselor.)

Case study of the effective techniques for teaching that the intern learned during the internship-core.

Critique by a person employed in a technical occupation, in which the intern's discipline is significant, of a unit of instruction prepared by the intern and used during the internship-core.

Case study of JCD A-V equipment and facilities.

Prepare an annotated list based on JCD faculty recommendations of sources for information of value to teachers of students in Career Programs.

Enroll in a JCD Technical Career course of choice other than those participant may be involved in as an intern. (No tuition charged for interns.)

FIELD ASSIGNMENTS

Teacher effectiveness in Career Programs is contingent upon knowing how specific disciplines apply to specific occupations. Field Assignments are intended to give the intern first-hand knowledge of job requirements by providing opportunities to observe and discuss applications of his specific discipline with persons employed in the occupation.

The equivalent of one-half day a week is allocated for this type of activity. Assignments are customized to meet the needs of individual interns. They include a number of different organizations and a variety of assignments ranging from one-half day to several days in duration. Emphasis is placed on the fact that these assignments are not "extended tours," but rather a means for interns to gain an understanding of the types of problems Career Program graduates face. It should also be understood by interns that they will not be paid by the business or organization for the time devoted to Field Assignments.

Contacts will be established and the necessary coordination provided to develop a list of cooperating organizations for the various Career curricula and the types and duration of assignments available. Actual scheduling of individual interns and the liaison between the JCD and the business organization is coordinated by the intern's Supervisor.

COURSES

All participants in the program shallhave compleged two courses relating to post-high school technical programs. The courses include the Comprehensive Community Junior College and the principles and philosophy of Industrial, Vocational, and Technical Education.

SEMINARS

Seminars are scheduled once a week in the evening. The objective is to provide an opportunity for informal discussions of issues concerning post-high school Career Programs. Decisions regarding the specific topics for discussion evolve out of the intern group under the direction of the Seminar leader. A number of the Seminars may center on the internship activities. Others may center on dialog with leaders in fields affecting post-high school Career Curricula.

EVALUATION

Intern performance and potential is evaluated for the purpose of assisting interns in their professional development and also to provide data for improving the Internship Program. Evaluators may include:

Supervisor of intern
Dean of Instruction
Students taught by intern
Dean of Student Personnel Services
Field Assignment Supervisors
Seminar leaders
Associate Director, Ford Project - SIU
Selection Committee (Independent R & D Studies Program)

Interns are requested to contribute to the evaluation of the Internship Program by providing a summary and critique of their experiences relating to the following:

Teaching Internship
Student Personnel Services Orientation
Organizational Orientation
Independent R & D Studies
Field Experience
Seminars
Ford Project Coordination
Courses - (Community College and Technical Education)

Persons completing the Ford Foundation program for preparing teachers of students in post-high school semi-professional career programs can have the satisfaction of knowing that upon successfully completing the program they will have many opportunities to become members of faculties of two-year post-high school programs across the country in addition to those with the Junior College District of St. Louis and St. Louis County.

ANNUAL MEETING
COUNCIL OF MEMBER AGENCIES

EMPIRE ROOM
THE SIR FRANCIS DRAKE HOTEL
San Francisco, California

THURSDAY,
MARCH 2, 1967

Chairman: DOROTHY T. WHITE

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B U S I N E S S M E E T I N G

Morning Session:
9:00 a.m.-12:00 p.m.

AGENDA

GREETINGS!

LOIS M. AUSTIN, President, NLN
MARGARET HARTY, President, California SLN
SIDNEY E. MCGAW, President-elect, California SLN
GRACE T. GOULD, NLN Western Office

OLD BUSINESS: Introduction of CMA Officers
Acceptance of Minutes, March 1966 Meeting

REPORTS: Interim Steering Committee, DADP
..... ELEANOR A. TOURTILLOTT, Chairman
Committee on Philosophy, Criteria and Procedure
..... VIRGINIA O. ALLEN, Chairman
Council of Member Agencies
..... DOROTHY T. WHITE, Chairman
Department of Associate Degree Programs
..... GERALD J. GRIFFIN, Director
Resolutions Committee
..... RITA J. MCGINNIS, Chairman

NEW BUSINESS: .....

Summary of Warrant Officer Program
..... LTC MARGARET E. HUGHES, Chief
ANC, Nursing Division
Office of the Surgeon

ANNUAL MEETING
COUNCIL OF MEMBER AGENCIES

THURSDAY,
MARCH 2, 1967

Chairman: DOROTHY T. WHITE

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GENERAL MEETING

Afternoon Session:
2:00 p.m. - 5:00 p.m.

"EDUCATIONAL CRITERIA AND SOCIAL CHANGE" — Keynote Speaker
.......ELLEN FAHY
Teachers College

"PROBLEMS AND ISSUES IN ACCREDITATION BY SPECIALIZED AGENCIES OF VOCATIONAL-TECHNICAL CURRICULA IN POST-SECONDARY INSTITUTIONS" ....LLOYD E. MESSERSMITH
U. of California,
Berkeley

"TEACHER PREPARATION"

.......MILDRED L. MONTAG
Teachers College

.......MARTHA E. ROGERS
New York University

"THE JUNIOR COLLEGE DISTRICT OF ST. LOUIS AND ST. LOUIS COUNTY TEACHING INTERNSHIP-CORE PROGRAM" ....C. R. HILL
Ford Project

DISCUSSION PERIOD

SUMMARY ....ELLEN FAHY